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| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **Success Criteria** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Insufficient** |
| **Knowledge & Understanding**  **(25%)** | **Describe** **the cellular and/or genetic processes involved in the social/ethical issue**  **Describe the current government legislature in Canada and other countries in relation to the social/ethical issue** | Demonstrates **thorough** knowledge of content and understanding of **the cellular and/or genetic processes involved in the social/ethical issue**  **Describes the current government legislature in Canada and other countries in relation to the social/ethical issue with a high degree of effectiveness** | Demonstrates **considerable** knowledge of content and understanding of t**he cellular and/or genetic processes involved in the social/ethical issue**  **Describes the current government legislature in Canada and other countries in relation to the social/ethical issue with considerable effectiveness** | Demonstrates **some** knowledge of content and understanding of t**he cellular and/or genetic processes involved in the social/ethical issue**  **Describes the current government legislature in Canada and other countries in relation to the social/ethical issue with some effectiveness** | Demonstrates **limited** knowledge of content and understanding of t**he cellular and/or genetic processes involved in the social/ethical issue**  **Describes the current government legislature in Canada and other countries in relation to the social/ethical issue with a limited effectiveness** | Demonstrates **no** knowledge of content and understanding of t**he cellular and/or genetic processes involved in the social/ethical issue**  **Does not describe the current government legislature in Canada and other countries in relation to the social/ethical issue** |
| **Application (30%)** | Explain the controversial nature of the issue by exploring arguments “for” and “against”  Makes connections between the scientific technique/technology and society by describing benefits, negatives and further questions for inquiry on the issue | **Explains the controversial nature of the issue with a high degree of effectiveness**  Makes connections between the scientific technique/technology and society with a **high degree** of effectiveness | **Explains the controversial nature of the issue with considerable effectiveness**  Makes connections between the scientific technique/technology and society with a **considerable** effectiveness | **Explains the controversial nature of the issue with some effectiveness**  Makes connections between the scientific technique/technology and society with a **some** effectiveness | **Explains the controversial nature of the issue with limited effectiveness**  Makes connections between the scientific technique/technology and society with **limited** effectiveness | **Does not explain the controversial nature of the issue**  Does **not** make connections between the scientific technique/technology and society |
| **Investigation (15%)**  **Thinking (10%)** | Research and record relevant data  Clearly tell your opinion on the chosen issue and make convincing arguments to justify your stance using researched evidence. | Collects and records data with **high degree** of effectiveness  An informed opinion is stated and justified with arguments with a **high degree** of effectiveness | Collects and records data with **considerable** effectiveness  An informed opinion is stated and justified with arguments with **considerable** effectiveness | Collects and records data with **some** effectiveness  An informed opinion is stated and justified with arguments with **some** effectiveness | Collects and records data with **limited** effectiveness  An informed opinion is stated and justified with arguments with **limited** effectiveness | Does **not** collect any data  An informed opinion is **not** stated and/or is **not** justified with arguments |
| **Communication (20%)** | Clarity of expression and organization of ideas.  Use of appropriate terminology and vocabulary  Cite the sources of information using APA style.  Use of written or visual representation of the research and discussion on chosen social/ethical issue | Expresses and organizes ideas with a **high degree** of thoroughness  Uses terminology and vocabulary with a **high degree** of precision  Uses APA conventions to cite sources of information with **high degree** of effectiveness  Uses written/visual representation with a **high degree** of effectiveness | Expresses and organizes ideas with **considerable** thoroughness  Uses terminology and vocabulary with **considerable** precision  Uses APA conventions to cite sources of information with **considerable** effectiveness  Uses written/visual representation with a **considerable** effectiveness | Expresses and organizes ideas with **some** thoroughness  Uses terminology and vocabulary with **some** precision  Uses APA conventions to cite sources of information with **some** effectiveness  Uses written/visual representation with a **some** effectiveness | Expresses and organizes ideas with **limited** thoroughness  Uses terminology and vocabulary with **limited** precision  Uses APA conventions to cite sources of information with **limited** effectiveness  Uses written/visual representation with **limited** effectiveness | Does **not** express and organize ideas  Does **not** use appropriate terminology and vocabulary  Does **not** use APA conventions to cite sources of information  Does **not** use written/visual representation |

**Strengths:** **Next steps:**